

# Arts Integrated Lesson Plan



**ART FORM:**  
Visual Art



**SUBJECT AREA:**  
Reading/English  
Language Arts

Lesson Title:

**Secondary colors**

Grade:

2

Contributor, School:

Ellen Buesgen, Perryville Elementary School

Time Frame:

Three 45-minute sessions

## State Curriculum Content Standards, Indicators, Objectives

### Fine Arts Content Standard(s)

1.0 Perceiving and Responding: Aesthetic Education

Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.

3.0 Creative Expression and Production

Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

### Reading/English Language Arts Content Standard(s)

1.0 General Reading Processes

4.0 Writing

Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

### Fine Arts Content Indicator(s)

1.2 Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.

2.1 Determine ways in which works of art express ideas about self, other people, places, and events. Differentiate among works by artists that are representative of different cultures.

3.1 Create images and forms from observation, memory, imagination, and feelings.

### Reading/English Language Arts Content Indicators (s)

Topic E: General Reading Comprehension

1.E.1 Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts.

1.E.4 Use strategies to demonstrate understanding of the text (after reading).

4.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.

4.5 Use effective details, words, and figurative language in the student's own composing.

### Fine Arts Content Objective(s)

1.2.a Describe how artists use color, line, shape, texture, form, and space to represent what people, see, know, feel, and imagine.

1.2.b Use color, line, shape, texture, form, and space to represent ideas visually from observation, memory, and imagination.

### Reading/English Language Arts Content Objective(s)

1.E.1.d Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations.

2.1.a Observe works of art and describe how artists express ideas about people, places, and events. 2.1.b Select and use works of art as inspiration to express ideas visually and verbally about people, places, and events. 3.1.c Create artworks that explore the uses of color, line, shape, texture, form, and selected principles of design, such as pattern, repetition, and contrast to express personal meaning.	1.E.4.g Engage in conversation to understand what has been read. 4.2.a Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports. 4.2.b Contribute to a shared writing experience or topic of interest. 4.2.c Use sensory details to expand ideas. 4.5.a Use sensory words and other details to expand and improve student's own writing.
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### Objective(s) (Connecting the content areas)

A heightened awareness about the elements of color will invigorate the student's ability to generate a vivid poem about color.

### Key Arts Vocabulary

*primary colors, secondary colors, color wheel, Van Gogh*

### Key Reading/English Language Arts Vocabulary

*poetry, simile, alliteration, rhyme, repetition*

### Prior Knowledge Students Need for This Lesson

#### Arts

Primary colors

#### Reading/English Language Arts

Poetry tools: alliteration, repetition, simile

### Materials and Resources

#### Materials and Resources for the Class

- 8x12 heavy paper
- Color mixing worksheet
- Doilies
- Tempera paint and paint brushes
- Color wheel
- Van Gogh materials

#### Materials and Resources for the Teacher

- *Mouse Paint* by Ellen Stoll Walsh
- Art print by Van Gogh
- Color wheel

### Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

#### Lesson One

- The teacher reads *Mouse Paint* by Ellen Stoll Walsh. Adequate time is allocated for students to view the illustrations.
- Students are invited to identify the colors that are being mixed.
- The story is discussed and the mixing of secondary colors is highlighted in the discussion.
- In referring to the element of color, the teacher uses a color chart and/or a color wheel.
- The color mixing worksheet is distributed while the teacher reviews painting protocol.
- The teacher demonstrates the mixing of secondary colors.
- Supplies are handed out.
- Students use the worksheet to complete the process of mixing secondary colors.

#### Lesson Two

- The teacher reviews *Mouse Paint*.
- The teacher reviews what was learned about secondary colors.
- The teacher introduces a print by Van Gogh.

- Students discuss the print in terms of content, composition, and color.
- Students discuss the artist's choice of colors and how this affects the painting.
- Students identify the use of secondary colors in the painting.
- Students create their own paintings with content that is meaningful to them.
- Students are asked to include all secondary colors in their paintings.
- Students lay paintings out to dry.
- Students gather together and discuss their artful choices for the use of secondary colors.

#### Lesson Three

- The teacher selects a student painting as an exemplar for a poetry lesson on color. Others are exhibited around the classroom.
- Using the theme of color, the class collects first impression words and phrases from the painting. The teacher charts this.
- The class identifies and discusses the use and effectiveness of secondary colors in the exemplar painting.
- The teacher reviews the use of alliteration, rhyme, repetition, vivid adjectives, sensory words, simile, and metaphor in poetry. Using the exemplar painting, the class creates a poem that includes a few of the tools.
- Paper is distributed for the writing of individual color poems. The poem paper includes a window for illustration. Students then use their poet's tools and write poems about color.

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#### Closure/Summary

- Illustrated poems are recited.
- Students gather and critique the paintings created in this lesson.

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#### Assessment (Description/Tools)

- Students' worksheets demonstrate the ability to identify and mix secondary colors.
- Students demonstrate the ability to compose a poem that reflects sensory experience about color.
- Students use poetic tools to write their poems.

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#### Lesson Extensions

The class creates a book of simile poems written specifically about secondary colors. For this project, students choose to portray a particular secondary color, for example, "If Were Green," "If I Were Orange," "If I Were Purple."